



Kindergarten: Quarter 3

Parent Handbook

This handbook will help your child review material learned this quarter. If you have any questions or concerns about this material, please contact your child's teacher.

Thank you for your support!

Kindergarten Essential Math Standards

Learning Objective #1: “I can count forward from various starting points past 50.”

Practice:

1. **Count out loud starting at 40 and ending at 65**
(practice with child)

2. **Count out loud starting at 11 and ending at 38**
(practice with child)

Learning Objective #2: “I can count backwards starting at 20 and ending at 0.”

Practice:

3. **Count out loud starting at 20 and ending at 9**
(practice with child)

4. **Count out loud starting at 15 and ending at 4**
(practice with child)

Learning Objective #3: “I can identify and write my numbers 0-50 and match the number to the correct amount of objects.”

Practice:

5. Write the numbers 1-45 in the boxes below.

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

6. Draw a model for the number 32.

Learning Objective #4: “I can solve addition and subtraction word problems within 10 in different ways.”

Practice:

7. There were 6 cookies in a jar. 3 more cookies were put in the jar. How many cookies are there in all? Draw a picture and write an equation to solve the problem.

8. There were 3 apples in the bag. My brother added 7. How many apples are there in all? Draw a picture and write an equation to solve the problem.

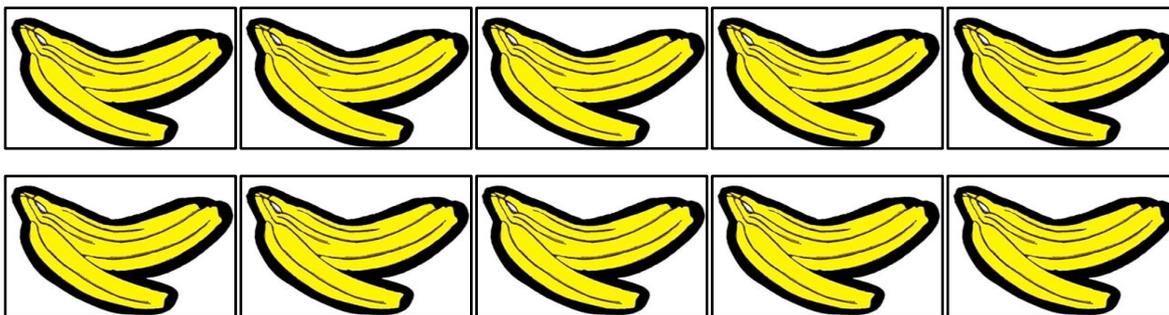
9. The cat was given 8 treats but only ate 5, how many treats are left over? Draw a picture and write an equation to solve the problem.

10. The teacher had 9 books in her classroom. She read 5 of them to her class. How many books are there left over to read? Draw a picture and write an equation to solve the problem.

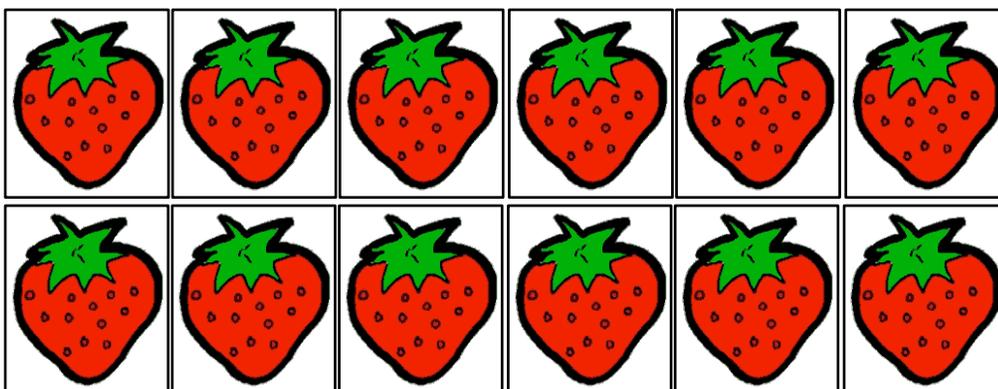
Learning Objective #5: “I can add and subtract to ten in different ways using the symbols in a math sentence.”

Practice:

11. Create an addition equation using the bananas below to show a sum of 7. Write the equation below the pictures.



12. Use the strawberries below to create a subtraction equation that has a difference of 2. Write your equation below the pictures.



Learning Objective #6: "I can count numbers up to 20 that are arranged in different ways."

Practice

13. What is the number that matches the picture? _____



14. Count how many shapes there are, write your answer on the line. _____



Answer Key

1. Child should count aloud, forward, from 40 and end at 65.

2. Child should count aloud, forward, from 11 to 38.

3. Child should count aloud, backwards, from 20 to 9.

4. Child should count aloud, backwards, from 15 to 4.

5. Table should be completed to 45, in order.

| | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 |
| 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 |

6. There should be 32 circles drawn.

7. $6 + 3 = 9$, picture to show each number should be drawn also.

8. $3 + 7 = 10$, picture to show each number should be drawn also.

9. $8 - 5 = 3$, picture to show each number should be drawn also.

10. $9 - 5 = 4$, picture to show each number should be drawn also.

11. Possible equations; $6 + 1 = 7$, $1 + 6 = 7$, $3 + 4 = 7$, $4 + 3 = 7$, $5 + 2 = 7$, $2 + 5 = 7$

12. Possible equations; $9 - 7 = 2$, $8 - 6 = 2$, $7 - 5 = 2$, $6 - 4 = 2$, $5 - 3 = 2$, $4 - 2 = 2$,
 $3 - 1 = 2$

13. 19

14. 12

Essential Math Vocabulary

- ***count**: the total amount, (counting a set of objects one-by-one)
- ***model**: a picture or objects representing value of a number.
- ***addition**: to join 2 or more numbers; to find the sum.
- ***subtraction**: to take away.
- ***sum**: the answer to an addition problem.
- ***difference**: the answer to a subtraction problem.
- ***equation**: a addition or subtraction number sentence.
- * **identify**: to recognize something.
- * **backward**: the direction that is opposite of normal, to count backwards is to decrease the number.
- * **forward**: to move in a normal direction, to count forward is to increase the number.
- * **write**: to put something in written form.
- * **match**: something that is equal to another.
- * **symbol**: something used to represent something else.
- * **word problem**: a math problem written in word form.

Kindergarten Essential Reading Standards

 Learning Objective # 1: "I can read words with long and short vowels."

Practice:

1. Read the following words from each box to a parent.

| |
|--------------------------|
| Short Vowel Words |
| can leg hog truck |

| |
|-------------------------|
| Long Vowel Words |
| hope lake bite cute |

 Learning Objective # 2: "I can read sight words with fluency."

Practice:

2. What are the following words? Parents have your child read the following sight words aloud to you. Point to random words to mix it up.

| | | | |
|------|------|------|-----|
| he | no | of | she |
| on | they | but | at |
| went | all | will | out |
| be | yes | am | do |
| did | like | so | get |

 **Learning Objective #3: "I can understand the things I read."**

Practice:

Read the story below and have your child point to each word that he/she reads. Then ask your child the questions 3-5. Have them orally tell you the answers.

A Cat is in a Tree

A cat is in a tree. I can see the cat. The cat is white with black spots. The cat is high up in the tree. How will the cat get down out of the tree? Will the cat jump out of the tree? Will the cat climb out of the tree? The cat did jump down out of the tree.

3. What is the story about?

4. Where is the cat sitting?

5. What did the cat do at the end of the story?

Learning Objective #4: "I can identify sounds that are different in words that share a common spelling pattern."

Practice:

| | | |
|-------------|-------------|--------------|
| can | hike | tan |
| bike | fan | trike |

6. Sort the words from the word box above into groups that have the same spelling pattern. Write the words on the lines in the boxes below.

Then at the top of each group label the sound/spelling pattern that the words have in common.

| -an words | -ike words |
|------------------|-------------------|
| | |
| | |
| | |

Answer Key

1. Practice with your child.
2. Practice with your child.
3. The story is about a cat that is stuck in a tree.
4. The cat is sitting in a tree.
5. The cat jumps out of the tree.
6. Practice with your child.

| -an words | -ike words |
|------------------|-------------------|
| can | bike |
| fan | hike |
| tan | trike |

Essential Reading Vocabulary

- * rhyme: a word that ends with the same vowel sound
- * word: a combination of letters that mean something
- * vowel: a, e, i, o, u
- * long vowel: when a vowel sound in a word says its name
- * short vowel: when a vowel sound in a word does not say its name
- * spelling pattern: when words have the same spelling at the end of a word